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The Manageable Mesh: A Curriculum Design For Second-Grade ESOL Students

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THE MANAGEABLE MESH:
A CURRICULUM DESIGN FOR SECOND-GRADE ESOL STUDENTS

by

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The project of Barbara Casey Lynn is approved: July, 1993

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Abstract

This curriculum project was developed to provide the teacher of a self-contained primary ESOL classroom with a workable integration of the critical elements of bilingual education. The project traces the history of bilingual education in the United States. It reviews some of the important legislation and judicial decisions that form the framework for current bilingual education. It examines some learning and language theories that educators translate into practice in instructing, guiding, and evaluating ESOL students.

This design was developed for use in a self contained ESOL class in Duval County, Florida. Students in the class speak a variety of languages other than English. All are learning English as their second language. Their English proficiency level varies from non-speaker to fluent. The curriculum is designed to recognize each child's abilities and needs while meeting the second grade objectives set forth by the Duval County School Board and complying with the Duval County Public Schools Limited English Proficient Plan. It is hoped that an examination of an integrated thematic unit will provide a useful model for the primary ESOL teacher.

Chapter One

Introduction

Effective and appropriate education of students who are not native speakers of English is of growing concern in many school districts today. Increasing numbers of children from a wide variety of countries are attending American schools. In the 1990-1991 school year there were approximately 360 international students in grades K-12 in Duval County, Florida. These students spoke 30 different languages other than English (Duval County Schools, 1991). The number and diversity of this group of students grows each year. By April,1993, Duval County's ESOL program serviced 750 students speaking 35 languages (M. Shortridge, personal communication, April 12,1993). Concern for the education of these children comes from various perspectives.

The families of limited-English-proficient (LEP) children want their children to learn to speak and understand English and to make academic progress while mastering their new language. They do not want their children to lose proficiency in their native language in

the process. They desire access for their children to the same range of academic programs, extracurricular activities, and student services that native students enjoy.

Dedicated professional educators strive to individualize instruction so that the needs and interests of each student are met. Effective teachers continually modify and adapt their methodology to fit the students in their classrooms. The addition to the student population of children from various cultures, speaking a variety of languages, mandates teacher flexibility if these students are to participate in meaningful language experiences.

Our federal and state governments protect the rights of all minorities. The United States Congress set a minimum standard for the education of language minority students attending public schools with the passage of the Civil Rights Act of 1964. Five times since 1964 the United States Congress has passed major legislation related specifically to the education of language minority students. The Bilingual Education Act of 1968 and its amendments of 1974, 1978, 1984, and 1988 enlarged the scope of bilingual education to include a full range of educational programs. The legislation included grants for the establishment, development, and operation of

these programs. States responded by implementing and funding appropriate instructional programs and establishing special qualifications for the certification of teachers to speakers of other languages.

America 2000 and Florida's response to it, Blueprint 2000, recognize the need for America's schools to set goals above the minimum in order for our country to participate effectively in the modern world. In his June 30, 1991, report to President Bush and the United States Congress concerning the condition of bilingual education, then Secretary of Education Lamar Alexander stated that the goals of America 2000 are entirely consistent with the primary goal of the federal bilingual education program. As our schools have become international, successful achievement of the goals of America 2000 and Blueprint 2000 require the classroom teacher to skillfully interweave what is developmentally appropriate, culturally sensitive, linguistically effective, personally useful, academically challenging, and legislatively correct to create a curriculum for his or her students.

The purpose of this project is to design, prepare, and assemble a curriculum for second grade ESOL students in Duval County, Florida. This curriculum will meet the developmental and linguistic needs of the students, address the educational concerns of their families, allow for teacher flexibility, and satisfy the federal, state, and district guidelines for ESOL programs.

Glossary

Basic Interpersonal Communication Skills (BICS) - Language skills which enable the speaker to communicate basic needs and information.

Bilingual Education Programs - Programs through which an individual learns English in addition to his or her native language. The goal of bilingual education programs is for the student to become proficient in English as well as the native language. There are three types of programs.

1. Transitional bilingual programs make use of the student's native language whenever necessary to assist in teaching English and other subject areas. Cultural heritage is included in the curriculum. Up to 40% of the participants in the program may be native speakers of English. The goal of this program is sufficient English language proficiency for the non-native speakers to function without needing instructional assistance in their native language.

2. Special alternative instructional programs do not require the use of a non-English language in teaching English and other subject areas to non-speakers. None of the students in this program are

native speakers of English. The teacher makes modifications in method and content to adjust the material to the student's proficiency level of English. The goal of this program is sufficient English language proficiency to mainstream the students into English-only classrooms within the school system. Elementary schools in Duval County use this program of bilingual education.

3. Developmental programs serve native speakers and non-native speakers of English in a mixed classroom. The non-speakers all speak a single language other than English. The teacher uses English and the foreign language for instruction and conversation. The goal of this program is dual language proficiency for both groups of students.

Cognitive Academic Language Proficiency (CALP) - Language skills which enable the second-language learner to read science books, do math word problems, reflect and evaluate history and literature in the second language. CALP takes 5 to 7 years to develop.

Content ESL Programs - Provide ESL instruction with a "sheltered English" approach. This program is often used in districts where the LEP population speaks many different languages. In this program, trained teachers provide content area instruction in English that is modified to ensure that it is comprehensible for the LEP student. The effectiveness of this program rests on a collaborative curriculum developed by the English language and the content area teachers as well as continuous coordination of instruction. Middle and secondary schools in Duval County use this program.

ESL - English to Speakers of Other Languages.

Immersion Program - A program in which there are two language models. The native language is the language of the school and the second language is the language of instruction used only in the classroom with non-native speakers.

Language Minority Student - A student who is naturally exposed to a non-English language as it is used for social interaction at home and elsewhere. This student comprehends and produces normal aspects

of a language other than English. The student is later exposed to substantive English-speaking environments during the formal education process.

LEP - Limited English Proficient. A person classified as LEP was not born in the United States or their native language is a language other than English or they are from an environment in which the dominant language is not English.

Monolingual ESL Program - Program in which the student receives intensive language instruction and academic instruction in the mainstream. This program is sometimes mislabeled as an immersion program.

Native Language - The language normally used by an individual. In the case of a child, the language normally used by the child's parents.

PEP - Potentially English Proficient (as opposed to Limited English Proficient). A more positive and affirming way in which to refer to

a student with emerging English language proficiency than Limited English Proficient.

Second Language Only Program - Program in which the students native language is not used at any time. The goal of this program is second language proficiency. No attention is given to preserving and developing the student's native language.

Transitional Bilingual Program - Program in which students begin by learning all content area subjects in their native language and study the target language (second language) for one or more periods each school day with an ESL teacher. As English proficiency increases, subjects are introduced in English. As target language proficiency increases, native language instruction is dropped. The goal of this program is proficiency in the target language.

Chapter Two

Review of the Literature

Teachers of bilingual students strive to overlay federal and state legislation regarding bilingual education with instruction that is developmentally appropriate and effective for second language learners. In addition, these teachers seek to be responsive to district directives and parental concerns. Their aim is a curriculum design that is appropriate for ESOL students while addressing the statutes and guidelines which affect such programs.

This section will briefly explore the history that forms the foundation for bilingual education in the United States. Next, it will explain the legislation and juducial decisions that form the framework for Duval County's ESOL program. Finally, it will examine learning theory, language learning theory, and current research concerning the proper focus for 7-and 8-year old second language learners.

An examination of the foundation, framework, and focus of bilingual education can lead to the design of curriculum which

incorporates the essential elements of an effective bilingual program. Current research and legal responsibility will undergird this design. In addition, consideration will be given to the circumstances that teachers of ESOL students encounter in their classrooms.

Bilingual education is not a new phenomenon in American education. English was a second language for the original inhabitants and many of the early settlers of the part of North America we now call the United States. Before large numbers of English-speaking immigrants and settlers came to the northeast Atlantic coast and began to spread across the continent, education was in place and ongoing in many languages other than English. From 1500-1815, formal bilingual education was primarily for religious purposes as the Spanish, French, and English sought to evangelize the natives they encountered in their explorations and settlement of the New World (R. Garcia, 1976; Lebowitz, 1980). During most of the 1800s, the country was peppered with schools teaching languages other than English as part of their curricula. The particular language used and taught depended on the concentration of a specific nationality of immigrants in the area (August & E. Garcia, 1988).

Native American schools also flourished during this period.

Lebowitz (1980) points out that the United States Constitution does not mention a national language. In 1870, California became the first state to mandate that all of its schools be taught in English. Other states followed suit, the broader issue being land ownership and the exercise of political power. August and E. Garcia (1988) and R. Garcia (1976) trace the rapid expansion of English language requirements across the nation. They chronicle the virtual disappearance of bilingual education from 1820-1960. This was, in large part, a result of the isolationalism and nationalism that followed World War I.

August and E. Garcia (1988), R. Garcia (1976), and Lebowitz (1980) note a resurgence of bilingual education in the public schools beginning in the 1960s. Due to large numbers of Cuban refugees in Maimi, Florida, in the early 1960s, Dade County initiated a bilingual program in one of its schools in Grades 1-3. During the same period other isolated and limited, locally supported programs appeared in other areas of the nation that had large ethnic populations.

Beginning in the mid-1960s, the federal government formed policy and enacted legislation which valued cultural diversity and

protected the rights of all people, regardless of ethnic background. The Civil Rights Act of 1964, Title VI, banned discrimination on the grounds of race, color, or national origin in any program that received federal financial assistance. This law entitled every individual to an equal education. It forced public schools to focus on meeting individual needs and providing every student with equal educational opportunities if the district were to continue receiving federal money. The 1985 United States Elementary and Secondary Education Act provided federal funds for implementing programs designed to meet the special needs of limited-English speaking children. The 1965 Voting Rights Act suspended English literacy tests as a condition for voting, and thus, national attention focused on the difficulties of non-English speaking students. Indian policy, a part of which dealt with Native American schools, culture, and language, became a political issue. The launch of the Sputnik spacecraft was an additional impetus to retaining and expanding the United States' foreign language resources (August & E. Garcia, 1988; Lebowitz, 1980; United States Department of Education [USAGE], 1990).

Diverse interest groups fanned the flames of the fire of bilingual education, the end result being the passage of the Bilingual Education Act of 1968, Title VII of the Amended Elementary and Secondary Education Act. For the first time in its history, the United States government officially recognized the permissibility and desirability of native language instruction and diversity. The Bilingual Education Act (1968) provided grants to develop and operate bilingual education programs, native history and cultural programs, programs serving preschoolers through adults, and programs to attract and train bilingual aides and teachers.

Subsequent amendments to the Bilingual Education Act (1968) more clearly defined the program and broadened its scope. The 1974 amendments enlarged the definition of the student population served to include not only non-English speaking children, but also children with limited-English speaking ability. Children no longer had to live in low income families to participate in the program.

In 1978, the amendments further expanded the program. It now included children with limited-English academic proficiency, those children underachieving academically due to language difficulties. Smith (1990) points out that language proficiency, that is, speaking

and understanding conversational English, does not insure the higher order literacy skills necessary for successful academic achievement. Further, the amendments directed district administrators to integrate limited-English proficient children into the general school population so that all children could experience each other's cultures. Parents of LEP students exercised a greater role in program planning and operation than previously. The amendments permitted greater administrative flexibility , no longer requiring that a child be removed prematurely from the program nor forcing a child to continue in the program after achieving proficiency. The statues restricted teachers of LEP students to those proficient in English and the national language of their particular program.

The 1984 amendments required that parents be notified and give their consent for their children to participate in a bilingual program. New program options no longer required the use of the child's native language for academic instruction while the student learned English. The states and local districts assumed the responsibility for

evaluating their programs' effectiveness. The amendments funded the creation of two National Assistance Centers and additional teacher training.

Congress enacted the most recent amendments in 1988. "English only" programs, those in which the teachers do not speak the students' native language, received a greater share of the funding. Districts must inform the parents of participating children the instructional goals of programs, as well as of their child's academic and linguistic progress. This information must be in a form and language that the parents can understand.

Speaking before the subcommittee on Education, Arts, and Humanities of the U. S. Senate Committee on Labor and Human Resources in 1982, then Secretary of Education Terrell H. Bell stated that federal laws are general by design. They are meant to be catalytic, aiding local school districts and state education agencies to develop the capacity to provide an educational program to meet the needs of their particular LEP students. August and E. Garcia (1988) asserted that federal laws are not intended to prescribe methodology or form policy.

Once legislation creating and funding bilingual education programs was passed and the programs were in place, litigation ensued. Over the years several cases have had direct bearing on the interpretation of the Bilingual Education Act (1968) and its amendments (1974, 1978, 1984, 1988). Further, Brown v. Board of Education of Topeka (1954) defined equal treatment of all minorities by society's institutions. Lau v. Nichols (1974) provided that LEP students must be given language support, not just equal access to curriculum, textbooks, and facilities. In Aspira of New York, Inc. v. Board of Education (1975), lack of English proficiency as measured on an appropriate test became the criterion for determining eligibility for a language assistance program. District personnel must establish linkage between a student's non-English proficiency and low school achievement to require special language assistance. Castañeda v. Pickard (1981) set forth three requirements which constitute an appropriate program for language minority students; The program must be based on sound educational theory, be reasonably calculated the implement the chosen theory, and produce results in a reasonable time.

Statutes and judicial pronouncements resulted in state and local agreements and policies. Florida's English to Speakers of Other Languages (ESOL) Program sets guidelines for determining LEP student classification, how long students may remain in the ESOL program, and under what conditions. It also states that LEP students must have equal access to programs appropriate for their level of English proficiency, academic achievement, and personal needs. These programs must provide positive reinforcement of the student's self-image and self-esteem, cross-cultural understanding, and equal educational opportunity. The curriculum is to include basic ESOL instruction and instruction in the subject areas of math, science, social studies, and computer literacy. The curriculum must be equal and comparable in amount, scope, sequence, and quality to that provided English proficient students. The 1990-1991 Duval County Public Schools Limited English Proficient Plan defines basic ESOL skills as skills in speaking, listening, reading, and writing English sufficient to enable a student to become English proficient. The curriculum must be consistent with the state-required curriculum framework. Each student should be learning and progressing according to the pupil progression plan.

Current approaches to teaching second languages in the United States are based on two major learning theories, behaviorist and rationalist (Ambert & Melendez, 1985). B. F. Skinner (1957) and Bloomfield (1933) are representative of the behaviorists. According to their theory, learning occurs when there is a stimulus which elicits a response, and the response is reinforced. They see language as a set of learned habits with no thinking or analysis required. To the behaviorist, speech is language; therefore, the behaviorist concentrates on speaking and pronunciation. Behaviorists stress language learning through mimicry and memorization along with the surface structure and form of the language. They give little consideration to meaning and comprehension. The behaviorist virtually excludes reading, writing, and grammar from second language instruction (Ambert & Melendez, 1985).

Noah Chomsky (1965) exemplifies the rationalist theory. He postulates that humans learn a language because they are innately and uniquely capable of doing so. The individual has a language acquisition device (LAD) which facilitates learning. Creative activity activates the LAD, and rules govern the learning that ensues. Rationalists stress meaning and content rather than

structures. They advocate natural, meaningful communication with grammar instruction given explicitly to help the learner apply what he or she has learned (Ambert & Melendez, 1985).

August and E. Garcia (1988), Bloom (1970), R. Garcia (1976), Snow (1992), Trueba (1989), and Yawkey and Prewitt-Diaz (1990) assert that, regardless of their nationality, children pass through observable and predictable stages in their physical, psychological, social, and cognitive development. They go on to state that language development also proceeds through identifiable and expected stages, regardless of the language and without respect to whether the language is the child's first or second language. One may reasonably conclude, therefore, that certain practices are appropriate for teaching children of a specific age range due to their developmental level.

Berubé, Brenman, Parks, Reichman, and Veilleux (1990), Provenzano (1985), Rigg (1991), and Yawkey and Prewitt-Diaz (1990) state that young LEP students experience greater success and have higher levels of receptive and expressive English language and reading readiness if they are in a meaning-centered and student -centered environment rather than an environment that is skills

-based with heavy emphasis on memorization and recitation. Ovander and Collier (1985, p. 60) agree that young children should be in what they term an "acquisition-rich" setting.

Peyton (1990), Provenzano (1985) and Yawkey and Prewitt-Diaz (1990) assert that social and cultural contexts are the keys to second language learning before the age of nine. McGinty (1984) and Saville-Troike (1989) hold that a functional, situational approach yields the highest levels of language development. Christian, Spanos, Orandall, Simien-Dudgeon, and Willets (1990) acknowledge that developing interpersonal skills is essential to language development, but they insist that the LEP student must go beyond basic interpersonal communication skills (BICS) to meaningful content area instruction and contexts so that he or she also develops cognitive academic language proficiency (CALP).

Smith (1990) and Trueba (1989) maintain that students who have BICS but lack CALP's higher order skills will be severely restricted later in life. CALP takes the second language learner five to seven years to fully develop. CALP provides the skills necessary to accomplish such things as reading science books, doing math word problems, and reflecting on and evaluating history. Obviously, BICS

is within the developmental capacity of the primary-age child, but CALP will develop beyond the primary years. Brown (1991) and Rigg (1991) charge the primary teacher with the responsibility to lay the foundation for CALP through holistic teaching.

There is overwhelming evidence that true bilingualism, in which the child continues to develop literacy in his or her native language while acquiring a second language, provides optimum learning. August and E. Garcia (1988), R. Garcia (1976), González (1979), Hakuta (1990), Provenzano (1985), and Trueba (1989) are firm in their belief that the intensive use of the home language for instruction in the early stages of second language acquisition is of long-term benefit to the cognitive development of the child. Snow (1992) concurs that the truly bilingual child demonstrates more higher order thinking skills, greater academic flexibility, and higher academic achievement than the monolingual student. She and Ambert and Melendez (1985) caution that, depending on the age and self-esteem of the learner, being too proficient in the second language can threaten the speaker's identity.

Ambert and Melendez (1985), G. Garcia (1987), and Padilla, Fairchild, and Valadez (1990) recognize that, from a practical standpoint, formal instruction in the student's home language may be impossible. They acknowledge that monolingual programs often stem from circumstances which make true bilingual programs impractical, if not impossible. G. Garcia (1987) found that the diversity of languages represented within a district may be too great and the number of speakers of each language too few to make native language instruction for each student feasible. He further observed that even in districts having large concentrations of speakers of a particular language and despite efforts to recruit and train teachers who speak English and another language fluently, the demand for such teachers far exceeds the supply. Another reason that bilingual programs are impractical is that there is a scarcity of native language curricula and assessment instruments (Ambert & Melendez, 1985; González, 1979). The 1984 Title VII amendments to the Bilingual Education Act (1968) acknowledge such conditions. As a result, teachers of LEP students are no longer required to speak their students' native language in order for the program to receive federal financial assistance.

Brown (1990) disagrees with any reasons for operating English only programs. He sees such programs as a political matter, motivated by a fear of the loss of power, not as practical considerations. Ambert and Melendez (1985) and González (1979) concur with Brown that in some areas of the United States there is a philosophical opposition to native language instruction.

In the final analysis, G. Garcia (1987) and R. Garcia (1976) agree that neither the use or non-use of the home language is a sufficient condition for student success. Prabhu (1990) concurs that the search for a single best method of second language instruction while providing academic instruction is an unrealistic goal. LEP student are successful, regardless of the language of instruction, in programs where there is ample opportunity for student interaction, a quality learning environment, a quality instructional language, and quality teaching in which the teacher accommodates to students' needs to learn how to learn in an American classroom, yet incorporates cultural mannerisms into the teaching approach. Padilla, Fairchild, and Valadez (1990) maintain that, regardless of the local circumstances, it is possible to offer appropriate instruction to all LEP students.

This project presents a curriculum design that offers appropriate instruction to 2nd-grade LEP students. The curriculum will respect the legislative and judicial framework of Duval County's ESOL program. It will utilize the learning and language learning theories and methodology to which current research points as an effective focus for young second language learners.

Chapter Three

Procedure

The curriculum design for this project is grounded in a progressivist philosophy of education. As a progressivist view may apply to this project, it becomes an approach in which the learner manipulates the environment and learns by the challenge of the interaction. The teacher functions as a facilitator and guide.

Curriculum is not static. It continually evolves as assumptions, based on beliefs and grounded in research, are put into practice, evaluated for relevance and effectiveness, and amended to meet the learners' needs and to enhance competence.

The focus of this curriculum design is the whole child. The affective, cognitive, emotional, and physical domains of the student share emphasis. One domain may dominate for a time, but no part of the child will be pushed aside in the total design.

The purpose of this curriculum design is to provide a functional curriculum that is developmentally appropriate for 2nd-grade students and linguistically effective for second-language

learners. At the same time, the curriculum meets the legal standards set forth in federal and state statutes and interpreted through judicial pronouncements. The result is a manageable mesh of legal directives and integrated, holistic teaching that is child centered and contextually rich. While it is necessary and desirable to meet legal criteria, the primary objective of this curriculum design is the personal growth of each student toward the ultimate goal of being a productive member of American society. This curriculum seeks not so much to impart a specific body of information, but rather to promote individual self-worth, to develop the pupils' coping and social skills, and to enable the learners to discover meaning, acquire understanding, and apply concepts as they explore their environment.

The target group for this curriculum is 2nd-grade second language learners, with English as their second language. Children acquire language for utilitarian reasons; therefore, in this curriculum, English will be "caught" in social and cultural contexts rather than "taught."

The curriculum was implemented at Biltmore Elementary School during the 1993 Summer session. The children involved in the field test were 13 ESOL 2nd-grade students. The students spoke seven languages other than English. Four students were the sole speakers of their native language in the class. One student was a recent immigrant with no previous school experience and no English language proficiency. Two students were ready to be mainstreamed. The remaining 10 students ranged from emergent to moderately fluent speakers of English. Students worked at developmental levels ranging from three to seven years.

The objectives of this curriculum address the eight communication goals and the eight mathematics goals of the Duval County Instructional Guide and its 2nd-grade-level expectations. The objectives are consistent with the Duval County Limited English Proficient Plan.

The establishment of a secure, non-threatening environment is essential for learning to occur; therefore, cultural sensitivity and awareness are built into the curriculum design. The design utilizes

teaching strategies and a classroom organization that allow for flexibility in style and method in order to accommodate various ethnic preferences.

Through the development of thematic units, reading, writing, listening, and speaking of English are integrated with the mathematics, social studies, science, and health concepts set forth in the Duval County Curriculum Guides for second grade. Thematic units provide related experiences across the content areas, giving the learner multiple interactions with the same concept from various perspectives. Varied exposure to the target concepts allows young LEP students greater opportunity to experience success and to develop higher levels of receptive and expressive English language than does learning in an environment that is skills-driven with emphasis on memorization and recitation.

The use of concrete objects, realia, and real-life experiences results in physical and mental activities that challenge and encourage the learner to stretch. A variety of experiences and multiple avenues for reaction and response permit the student to participate at his or her own level of language proficiency and within his or her own emotional comfort zone. Such variety also

acknowledges the many developmental levels children bring to the classroom, their diverse interests, and their particular learning styles.

The curriculum design presented in this project is represented by a single thematic unit of four weeks duration. This unit represents the total focus of the curriculum design, its philosophy, goals, and methodology. Examining one thematic unit in depth illustrates the implementation of the entire plan.

The curriculum design was evaluated via a field test of the sample thematic unit. Effectiveness was measured in three ways. Each student assembled a portfolio. Portfolio assessment records a child's journey as he or she experiences the curriculum. It provides an account of the child's process of learning in a natural setting, integrating instruction and assessment. Portfolio assessment empowers learners and teachers as they cooperatively select items for inclusion in the portfolio. When a variety of components are included, the portfolio gives a picture of the whole child. Assessment of this nature does not focus on a single domain to the exclusion of the other areas of a child's make-up. A list of the portfolio elements assembled for this project is in Appendix A.

During student-teacher conferences, large group, or center times, the teacher conducted informal student interviews using the questions in Appendix B. The purpose of the interviews was to determine how the students felt about their involvement in the thematic learning activities. Teacher observation of students as they participated in the unit activities provided another perspective for evaluation. The considerations for the observations are in Appendix C. The observations were recorded and became a part of the anecdotal notes in the student portfolios. The results of the evaluation procedures are in Chapter Five, which also includes conclusions and recommendations.

Chapter Four

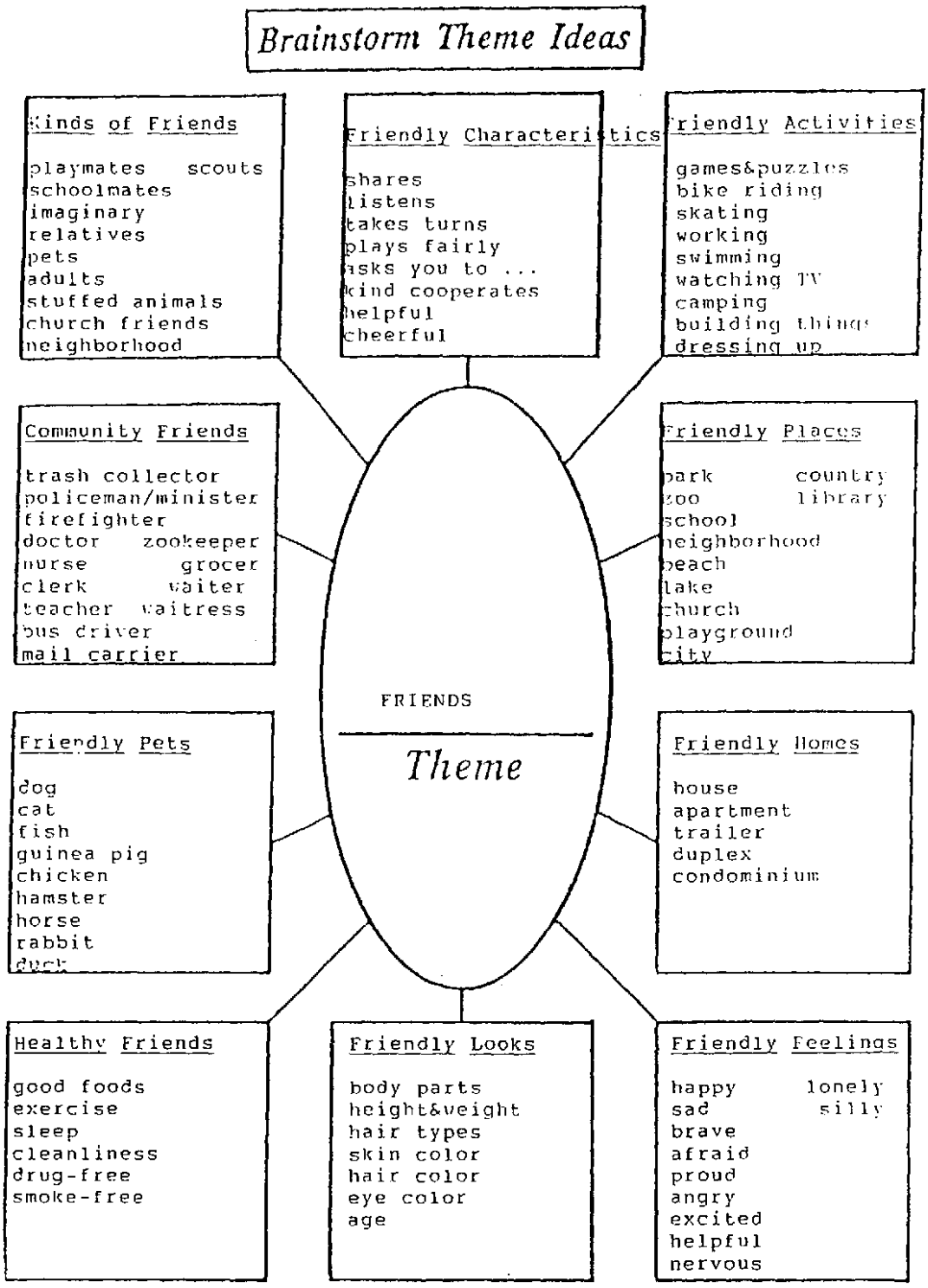
Sample Thematic Unit

The following pages contain a thematic unit organized around the topic, "Friends." The section begins with a brainstorm of ideas for the theme. This theme was chosen because all children, regardless of their culture or language, have friends and share experiences with them. Children from diverse cultures need assistance in building bridges of friendship so that their classroom becomes a secure place in which to interact and learn. The theme also provides a bridge to the content areas. Furthermore, it offers a variety of experiences and responses that are sensitive to each student's developmental level as well as his or her English fluency. All children can participate in some way.

Brainstorm Unit Activities (and a short description where needed) follow the Brainstorm Theme Ideas. Implementation of these activities may be in whole group, small group (2-4 students),

and/or individual settings. Some activities may be used at learning centers. The inclusion of particular activities and their form of implementation are at the discretion of the teacher.

The Theme Planning Form illustrates the organization of a sampling of the Brainstorm ideas into specific learning activities. The sample plan is multileveled to accommodate the developmental and language differences among the students. There is no timeline for completing the activities because the class size and diversity will dictate the pace at which the students experience the activities. The target length of the unit is four weeks.


Brainstorm Theme Ideas
Kinds of Friends
playmates scouts
schoolmates
imaginary
relatives
pets
adults
stuffed animals
church friends
neighborhood
Friendly Characteristics
shares
listens
takes turns
plays fairly
asks you to ...
kind cooperates
helpful
cheerful
Friendly Activities
games&puzzles
bike riding
skating
working
swimming
watching TV
camping
building things
dressing up
Community Friends
trash collector
policeman/minister
firefighter
doctor zookeeper
nurse grocer
clerk waiter
teacher waitress
bus driver
mail carrier
Friendly Places
park country
zoo library
school
neighborhood
beach
lake
church
playground
city
FRIENDS
Theme
Friendly Pets
dog
cat
fish
guinea pig
chicken
hamster
horse
rabbit
duck
Friendly Homes
house
apartment
trailer
duplex
condominium
Healthy Friends
good foods
exercise
sleep
cleanliness
drug-free
smoke-free
Friendly Looks
body parts
height&weight
hair types
skin color
hair color
eye color
age
Friendly Feelings
happy lonely
sad silly
brave
afraid
proud
angry
excited
helpful
nervous

Brainstorm Unit Activities

Teacher Read-Alouds

Winnie the Pooh Storybook-A. A. Milne
Frog and Toad Are Friends-A. Lobel
Ira Sleeps Over-B. Waber
Will I Have a Friend?-M. Cohen
The Hating Book-C. Zolotow
A Friend Is Someone Who Likes You-J. Angulund
The Giving Tree-S. Silversten
The Jolly Postman-J. & A. Ahlberg
The 329th Friend-M. Sharmat
Corduroy-D. Freeman
From One to One Hundred-T. Sloat
Yertle the Turtle-Suess
People-P. Spier
May I Bring a Friend?-B. DeRegniers
Crictor-T. Ungerer
Me and Nessie-E. Greenfield
Curious George(series)-H. Rey
Emma-W. Kesselman
What Will the Weather Be Today?-P. Rogers
Gregory, the Terrible Eater-M. Sharmat

Student Reading

Little Bear(series)-M. Sendak
Frances(series)-R. Hoban
Arthur(series)-L. Hoban
Frog and Toad(series)-A. Lobel
George and Martha(series)-J. Marshall
"Hello Reading" series-H. Ziefert
Who Will Be My Friend?-S. Hoff
All Tutus Should Be Pink-S. Brownrigg
The Bunny Hop-T. Slater
Have You Seen My Duckling?-N. Tafuri
The April Rabbits-D. Cleveland
There is a Carrot in My Ear-A. Schwartz
Danny and the Dinosaur-S. Hoff
Julius-S. Hoff
Maria and Mr. Feathers-H. Kimball
Leo and Emily and the Dragon-F. Brandenberg
Two Is a Team-L. & J. Beem
Hello, Come In-I. DeLage
Nice New Neighbors-F. Brandenberg
Three to Get Ready-B. Boegehold
Mines the Best-C. Bonsall
Addie Meets Max-J. Robins
Mo and His Friends-M. Osborne
A Dozen Dogs-H. Ziefert
My Shadow and I-P. Wolcott

Oral Language

Talking on the telephone:
- *how to answer
- *how to make a call
- *taking a message/leaving message
- *know you telephone number
- *when to dail 911

Giving directions
Making introductions
Role play friendly actions:
- *sharing
- *taking turns
- *making a new classmate feel welcome
- *saying "no" nicely
- *what to do when you are angry with a friend

Interview a community friend

Written Language

Daily journal writing
Write a letter/postcard to a friend.
Make accordian book about a friend.
Make an adjective hand describing yourself or a friend.
Write a riddle describing your best friend. Make a class riddle book.
Make a class book from paintings and stories about friendly activities (see Art.).
Brainstorm & chart friendly feelings. Make flashcards for synonyms, antonyms from the list.
Write a story about a time when a friend taught you how to do something new (or a time when you taught a friend how to do something new).
Give directions on how to go from your house to school, the library, the park, etc.
Make acrostics with friend's name, the word "FRIEND."
Write down a telephone message.
Make a greeting card or invitation for a friend.

Brainstorm Unit Activities

Science/Health

Food pyramid
Eating healthy meals
Vocabulary-breakfast, lunch, dinner

Plants-parts;sprout seeds & grow;
Identify familiar fruits and vegetables, taste same. Identify part of the plant we eat.

Body parts-identify names

Animals-Categorize according to body covering, natural habitat, foods eaten. Name animals and their babies.

Weather-How does weather affect what we do with our friends? rainy, sunny, windy, hot, cold
Chart the weather for the duration of the unit.
Discuss sports played in certain seasons.

Social Studies

Map your neighborhood, your house, your school. (see Art)
Community friends and their jobs.
Chart the various kinds of homes in which we live.
Locate hometowns/homecountries of our friends on a map.
Use the telephone book to find your address & telephone number.
Learn your address & telephone number.
Find our homes on a city map.
Discover how friends observe and celebrate various holidays and family events such as birthdays.

Math

Measurement-height,weight, cooking ingredients, distances around the house, classroom, neighborhood. Compare

Telling Time-daily schedule at home & school, estimate and then measure how much time various friendly activities take.

Charting-height, weight of school friends compare height & weight today to your birth size; eye color, hair color, skin color, birthplace, number of siblings, favorite pastime with a friend.

Geometry-Use shapes to make a friend, your home, a favorite place to be with a friend. Find the shapes in a picture of friends enjoying an activity.

Fractions-Sharing snacks,school supplies, paper with friends.

Write story problems about sharing snacks, toys, etc. with a friend. Solve.

Make math facts flashcards with a friend. Practice together.

Physical Education

Blindfold walk with a friend. Give your friend directions. Describe what you see.

Friend(Mother), May I?

Simon Says-use body part names

Teach a friend a new game or skill
skip
hopscotch
ball games

Hot Potato

Follow the Friend (Leader)

Dance the Hokey Pokey

Brainstorm Unit Activities

Art

Make a literature mobile about your favorite book you read in this unit.
Draw your favorite room in your house your house, your favorite place to go with a friend.
Make a friendship quilt.
Paint a picture of you and a friend doing a favorite activity. Make a class book. (See Written Lang.)
Crayon resist with rainy day or water activity enjoyed with a friend
Mural of the playground,classroom,or some other friendly place with friendly activities.
Body tracings of friends
Make puppets to use in role playing.
Make a friend, your house, a favorite place using geometric shapes.
Make a collage of homes, eyes, hair, skin color, or people.
Illustrate a greeting card or invitation to a friend.
Design a post card.
Use clay to create an imaginary friend.

Music

Head & Shoulders, Knees & Toes (Use additional body parts.)

Hey, My Friend

The Name Game

We All Live Together

The Hokey Pokey

It's About Time

Roll Over

Culminating Activity

Friendly Picnic

*Bake cookies together (day before).
*Decorate a brown paper sack for a friend's lunch. (Draw names from a sack to determine for whom each child will decorate the sack) Make your decorations show something special about this school friend.
*Follow directions to make a simple sandwich (peanut butter and jelly, meat and cheese . The class can vote ahead of time to determine what kind of sandwich. Chart the choices and votes.
*Pack a lunch for your friend. Include all of the food groups in the food pyramid.
*Enjoy your picnic on the schoolyard, in the park, or some other suitable location.
*Play games together.
*Children may bring a stuffed friend to the picnic.
*Have fun together!

-OR-

Take a field trip to the Post Office after writing a letter or postcard to a friend. Have a picnic after the trip to the Post Office.

-OR-

Have a pet show. Children may bring their real or stuffed pets with adequate planning and preparation.

Theme Planning Form

Theme Friends (week 1)

Objectives Students will learn about the different types of friends we have and experience positive ways to interact with friends.

Poems/Songs/Chart Stories

1. In large group introduce "The Name Game" to help children learn one another's names. Make name cards for each child.
2. Use "Head and Shoulders, Knees and Toes" for transition times. Use additional body parts, vary rhythms, allow students to create their own patterns.
3. Dance and sing "The Hokey Pokey" at the end of the day. Learn left and right, students choose body parts.

Chart all songs. Even non-speakers can point to the words as we sing.

Books

See

"Teacher-Read-Alouds"

and

"Silent Reading"

Social Studies/Science/Health

1. Discuss the various types of homes in which we live (apartment, house, trailer, duplex, etc.).
   *classify & chart by type
   *discuss rooms & furniture common to all homes
2. Name and locate body parts.
3. Introduce the food pyramid. Discuss how what we eat and drink effects our bodies. Keep a log of what we eat for 1 week. Compare each meal, total daily diet, to food pyramid. Self-evaluation: Did I eat in a healthy way today?

PE

Simon Says-use body parts

Dance "The Hokey Pokey"

Math

1. Graph the homes in which we live
   *by color
   *by type
2. Make graphs about classmates.
   *eye color *skin color
   *hair color *native country
   *family size *favorite pastime
3. Write story problems.
   *using student-made graphs
   *about sharing class supplies
4. Weigh & measure each other.

Textbook Selections*

Frog and Toad

Max

The Skating Lesson

*from Garden Gates, 1989, Silver, Burdett, & Ginn

Art Activities

1. Body tracings-Children work in pairs to trace each other, then color their tracing. Talk about body parts and clothing names. Display in the classroom.
2. Make puppets (paper bag or sock) for use in role playing ways that friends interact.
3. Draw faces that show the feelings brainstormed and charted with the book, The 329th Friends.

Center Activities

ART-Make collages. Choice of eyes, hair, faces, houses.
GAMES-Play body part bingo, furniture lotto, and fruit & vegetable concentration.
MATH-Use scales, tape measures, yardstick,& meterstick to measure & weigh each other, various objects.
COMPUTER-*Write a story about a time you helped a friend or a friend helped you
*selected software for skills
SCIENCE-Examine bones, match body parts & names, work body parts puzzles.
SOCIAL STUDIES-Match street address of classmates to map location.
WRITING-student selected activity
LISTENING-*ESL Unit 1 tape
*Frog & Toad Are Friends

Special Events

Make mashed potatoes as a follow-up to reading The 329th Friend.
1. Examine assorted potatoes. Describe and compare them.
2. Determine how many potatoes we need to cook.
3. Demonstrate good hygiene. Wash potatoes and hands. Discuss why.
4. Children peel, slice, cook, mash and eat!

Language Arts Activities

1. Introduce "Friends with A Friends is Someone Who Likes You.
   *Discuss characteristics of friends. How does someone show they like you?
   *Chart adjectives that describe friends. Display in room. When children do body tracings, have each student select 5 adjectives that describe him/herself and write them on the 5 fingers of the right hand. On their partner's left hand, write 5 adjectives that describe him/her
   *Make a class book about friends. Each student illustrates a page and completes the sentence, "A friend is someone who....."
2. Read The 329th Friend.
   *Discuss feeling words and chart them.
   *Talk about ways to make new friends.
   *Use puppets to role play meeting and making friends, doing friendly activities.
   *Make a "Feelings" book. (See Art #3.)
3. Read Will I Have a Friends?
   *Discuss things to do with a friend.
   *Make a verb chart using suggestions from the discussion.
   *Make verb cards from the chart.
   *Play verb charades with cards.
4. Read Who Will Be My Friend?
   *Use puppets to role play the question and answer format.
   *Make a noun chart with the people and animals who could be a friend.
   *Make noun cards from the chart.
   *Use noun and verb cards to make silly sentences.
5. Read May I Bring a Friend?
   *Make noun chart of all the places you could take a friend.
   *Discuss breakfast, lunch, dinner, and tea (snack) menus.

Students respond to one book each day in Reading Response Logs.

Chapter Five

Evaluation

The sample thematic unit was field tested with the target population during a four week period. One student was a non-English speaker. Two students were very fluent in English. The other 10 students spoke with haulting to moderate fluency. Developmental levels ranged from three to seven years.

There were three components to the field test. In cooperation with the teacher, each student compiled a portfolio. The teacher interviewed each student for their reactions to the unit activities. The teacher also observed the students to watch for personal successes, accomplishments, and difficulties. The curriculum was judged effective when a student evidenced a positive self-concept, the ability to interact positively with peers and adults, an increase in English fluency, and an understanding of the mathematics, social studies, science, and health concepts presented.

Student interviews and teacher observations indicated an enthusiastic student response to the thematic unit. All students participated in the learning activities; however, no student completed every one of them. The students expressed and demonstrated enjoyment in having options. Each child showed some likes and dislikes among their experiences with the theme. Every child was able to indicate something that he or she learned through the unit activities. Students worked successfully alone, in small and large groups. Student willingness to verbalize negative as well as positive comments about particular activities indicated student self-confidence and comfort in the classroom setting.

Evidence from the portfolios and teacher observations showed an increase in English fluency for each student. All students demonstrated understanding of the content area concepts presented. The level of understanding extended over a wide range due to the varied developmental and language fluency levels of the children. Each child's understanding was comensurate with his or her individual level of language and development.

No curriculum can be 100% effective with any one student, much less with all students. The curriculum must be alive, responsive to students' changing needs and abilities, as well as to their individuality. One cannot devise a perfect curriculum except to develop a curriculum plan that acknowledges and encourages the flexibility of the creature and celebrates it constant metamorphasis. Provenzano (1985, p.45) stated that, "Success in learning...depends largely on the student's motivation toward learning..." Perhaps our only evaluation needs to be the question, "Are the children excited about participating in learning?" If we can answer with a resounding, "YES!" we have an effective curriculum design.

The students had a very positive learning experience through the integrated theme. Every child felt successful with some aspect of the content. All of the children made progress in interpersonal and language skills. As they interacted with each other, the teacher, and the theme materials, the students evidenced higher level thinking skills. The high level of student interest and involvement in the unit activities increased the likelihood of their success. The variety of activities and the open-ended design of many of them allowed

flexibility in order to accommodate individual needs and preferences. Holistic teaching in which the teacher guides and facilitates learning activities around an integrated theme is an effective way to teach young second language learners.

Appendix A

Elements in Student Portfolios

Summer Session, 1993.

1. Student reading log (includes title and author of books read to or by the student)
2. Baseline writing sample
3. Weekly writing samples (for summer session; regular session 2 per 9 weeks)
4. Student performance checklist
5. Student reaction to a story (to demonstrate comprehension)
6. Photograph of clay project
7. Journal
8. Teacher's anecdotal notes

Appendix B

Interview Questions

1. What activity did you enjoy the most?
2. What activity did you not like?
3. What activity was the hardest for you?
4. How did you help the unit succeed?
5. What is one new thing you learned during the unit?
6. What was you favorite book that we read during large group time? Why was it your favorite one?
7. What book that you read did you like the most? Why?

Appendix C

Considerations for Teacher Observations

1. Did the student participate in discussions? In what way?
2. Did the student experience success in a variety of learning activities?
3. Which theme activities did the student complete?
4. Which activities afforded the student an opportunity to excel?
5. Which activities were too difficult for the student?
6. In what areas did the student experience growth during this unit?

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